Tyler Brown

MI Ch. 3+4

(Be sure to address what you learned from the chapter and how it impacted you/impacts your classroom.)

Ch.3

There seems to be a limitless amount of strategies teachers can use to discover what multiple intelligences are innate to their individual students. It was particularly interesting to think about how a Kindergarten teacher might be one of the best sources of information for learning about your student’s MIs (p.40). I learned from this material that it is as important to understand how to *detect* MIs in individual students in the classroom as it is important to understand how to *utilize* that information once it is gathered. Rather than limit oneself to basic observations throughout the day’s lessons to detect MI’s, it is better to practice relying on a variety of different techniques that will help display the variety of strengths and weaknesses in your classroom. Discussions during parent-teacher conferences and discussions with teacher’s from other departments about individual students can help fortify your own understanding of how the student learns best. It will certainly have a positive impact on the classroom when a few students who are normally considered to be “low-functioning” or exhibit “bad behavior” are able to be engaged into the learning process instead of serving as a distraction.

Ch. 4

When reading this chapter, I began to recollect different experiences in my own education where teachers either completely avoided the idea of appealing to multiple intelligences or attempted to integrate them into the curriculum but were mostly unsuccessful. I think we have all had an educational experience that we can draw from that allows us to not only see the benefit of teaching to the multiple intelligences, but to also see the negative effects of what ignoring this emerging theory might entail.

In reference to Marzano’s book *The 5 Dimensions of Learning*, it is stated that the very first dimension of learning is setting positive attitudes and expectations about and within the classroom. The chapter does a great job of explaining how this can be done while also introducing the concept of multiple intelligences. Armstrong would begin by stating “Each of you are intelligent in at least 8-different ways.” Verbal encouragement, along with introducing the “*why”* factor of future lesson plans is a great way to establish the first dimension of learning. Students benefit from this simple statement in a variety of ways. First, it allows them to begin to understand how they learn cognitively. Second, it helps eliminate negative emotions they may hold about being “unable” to do certain things (i.e. math for those who are not yet strong in their logical intelligence). Instead of the perception “I am bad at math”, the student may more positively believe that “I am currently stronger in intelligences not related to solving math problems”. It also serves as a groundwork that will enhance students understanding of future lesson plans as they are more aware of the different intelligences they are building upon, thus enriching their overall understanding of why they are there and what they are learning.